



Growing Gifted Readers

with Lisa Pagano & Marie Deegan
Charlotte-Mecklenburg Schools

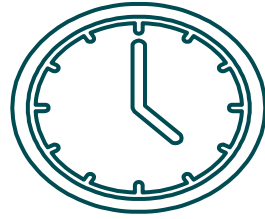
Who Are We Learning with Today?



Marie Deegan

Lisa Pagano

Our Time Together



**Key Components of
Reading Instruction**



**Gifted Strategies &
Resource Integration**

Comprehension

**Listening &
Speaking**



**Reflection &
Takeaways**

Access Session Materials...



<http://bit.ly/growingreaders>

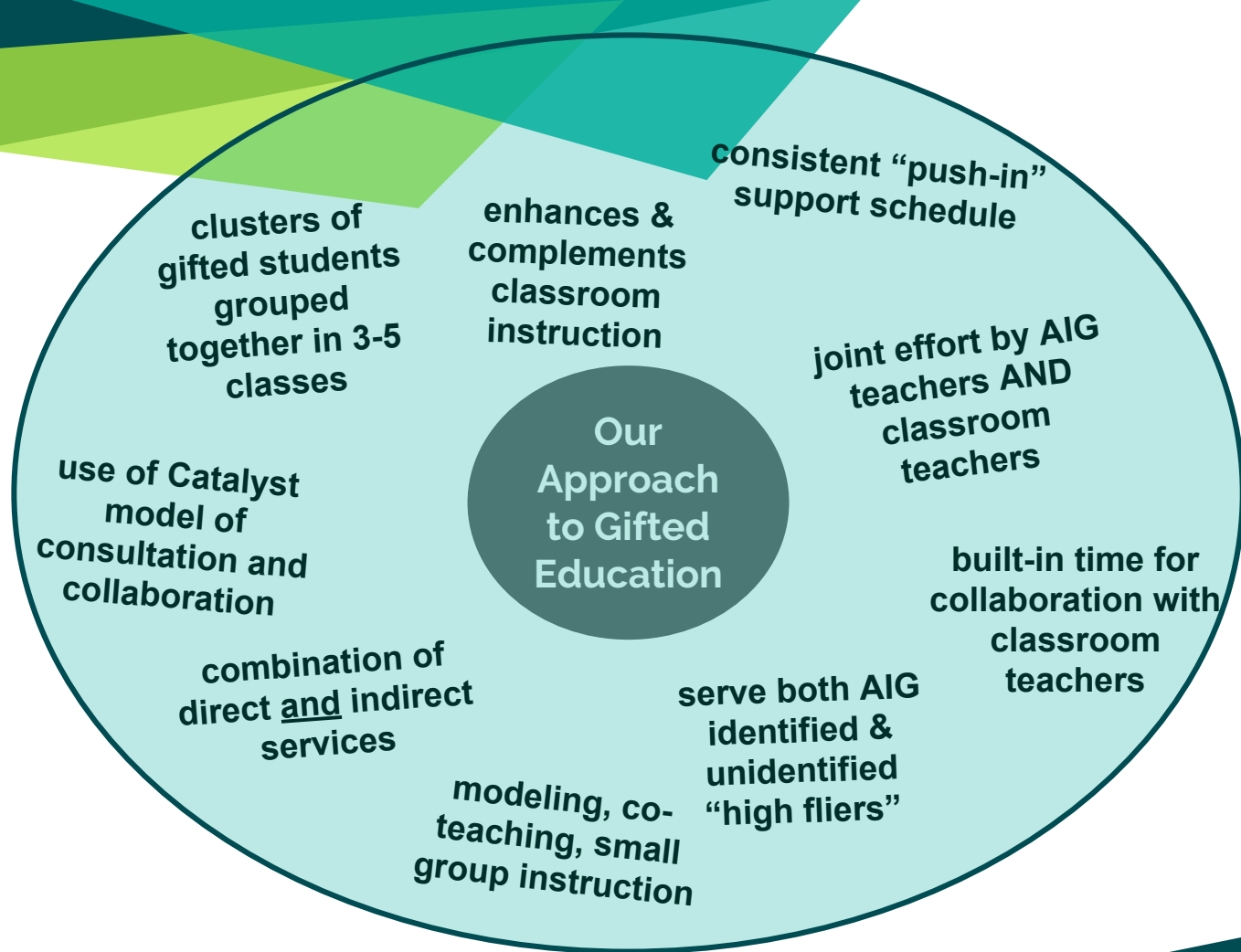
Our Session Goal...



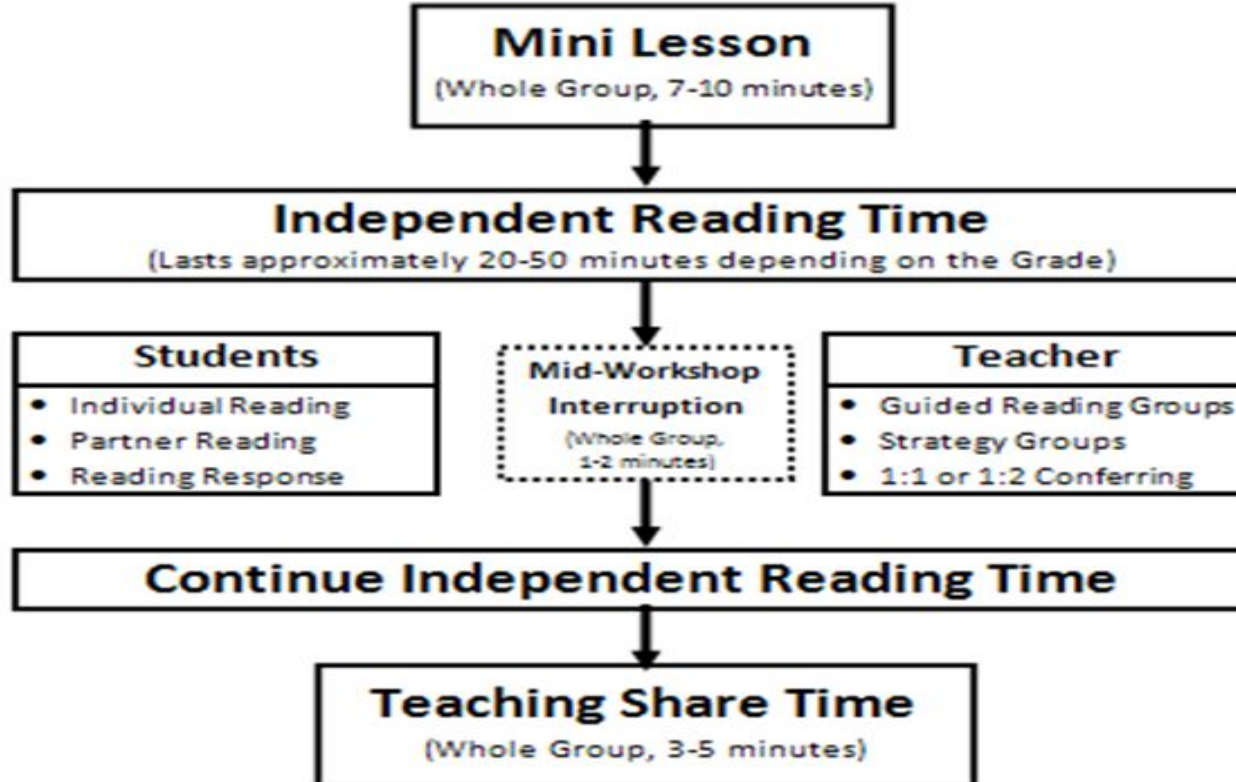
Learn how to integrate gifted resources and strategies to increase the rigor of reading instruction in grades 3-5 and maximize growth in students.

The background features a series of overlapping, semi-transparent geometric shapes in various shades of green and teal. These shapes create a layered, mountain-like effect, with some areas appearing darker due to the overlap. The overall composition is modern and minimalist.

Key Components of Reading Instruction



Reading Workshop



Mini-Lessons

Connection	“Yesterday we...”
Teaching Point	Teacher explicitly states what she/he is teaching. What will students learn as a result of today’s lesson?
Teacher Model & Demonstration	“Today I am going to teach/show you...” “Watch how I do this...”
Active Engagement	“Now, you try it...” “Let’s try this by...”
Link	“So, I want you to remember...”

Reading Workshop & Advanced Readers

- ◆ Higher level mini-lessons
 - ◆ depth
 - ◆ complexity
- ◆ Interactive read alouds (IRAs) that target higher level skills
- ◆ Meshing Units of Study within larger concepts
- ◆ Individual student conferences
- ◆ Small, differentiated strategy groups
- ◆ Selection of more complex texts
- ◆ Use of learning progressions to grow readers
- ◆ Integration of gifted curricula and resources

Units of Study for Reading Workshop

- ◆ Teacher's College Units of Study
- ◆ Use of Learning Progressions to help readers grow

Using the "Leaping Lizards" and the boxes and bullets from yesterday, complete a level 5 post it! This will be collected for a grade!




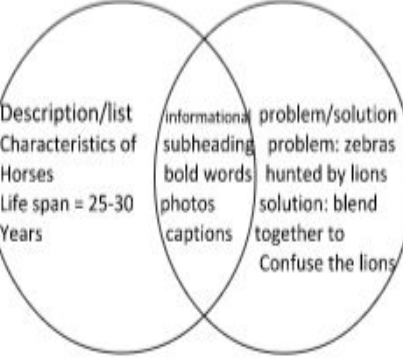
Level 1	Level 2	Level 3	Level 4
Main idea is not clear and supported by limited or irrelevant details.	Main idea is clear and supported by limited or irrelevant details.	Main idea is clear and supported fully by many supportive, relevant details.	More than one main idea and main ideas are supported by numerous, supportive, relevant details.

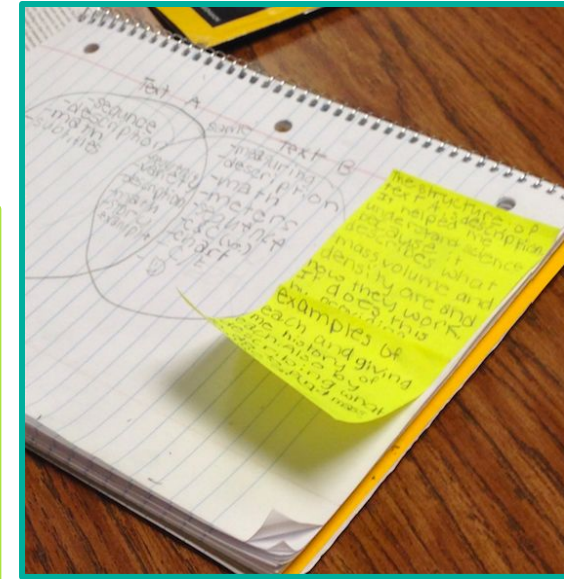
Let's use this sentence frame today:

The overarching idea of the selection, _____, is _____.

While I read, I found many ideas that support my overarching idea such as, _____.

Level 5
Multiple main ideas are fused together into an overarching statement with numerous, supportive, relevant details.

		
<p>I can identify the text structure of 2 nonfiction texts and provide supporting evidence.</p> <p>Text A describes and lists examples of horse characteristics. For example, a horse has a life span of 25-30 years. Text B is problem and solution because when they are being hunted they group together to blend in. It helps protect them. Lions can't tell where one zebra starts ends.</p>	<p>I can compare and contrast the structure of 2 nonfiction texts using a graphic organizer with supporting evidence.</p> 	<p>I can explain how the text structure contributed to my understanding of the content of the text.</p> <p>The text structure of text A was description and list and it helps me understand more about horses. It does this by organizing the characteristics in a way that I can easily follow. The lists help me visualize the characteristics being described.</p>



Example of Learning Progression

MAKING LARGER INTERPRETATION

★	★ ★	★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★ ★ ★
<p>I can say a big thing I learn about the topic in this text. I can name details from the text that support my thinking.</p>	<p>When I look back after I have read, I can think about a main idea. this text has conveyed about a topic.</p> <p>I know there are parts worth pausing at. I am learning how they fit together.</p>	<p>I can trace ideas and issues across a text as I read. I can support my thinking with exact details and examples from the text.</p>	<p>I can determine multiple main ideas I am getting from a text as I read, following each of them through the text, revising and synthesizing my thinking based on new evidence.</p> <p>I stay open to multiple possibilities and consider each of them.</p>	<p>I can entertain multiple ideas I am getting from a text as I read and can trace central ideas across a text, but I also let texts raise deep questions for me about science, history, culture, social issues, etc., some of which I cannot answer.</p> <p>I go back to look for parts the author might have been showing big ideas.</p>

LEVEL 1

When I describe characters, I mostly use the author's words. I find details when I read, and I jot those exact details onto my post-its.

EXAMPLE

Doris finds an abandoned puppy that was shivering. (pg. 1)

LEVEL 2

When I think and describe characters, I use evidence to explain my thinking. I describe both traits and feelings and explain how I know these ideas.

EXAMPLE

Doris is caring because she hugged the puppy after saving the puppy from the cold. (pg. 1)

LEVEL 3

I grow my ideas about characters or the plot that are not stated in the book. I develop theories and support them with evidence. (more than one piece)

EXAMPLE

Doris is both caring and sensitive. She takes in an abandoned puppy and cares for it. Then she cries all night when her father brings to

LEVEL 4

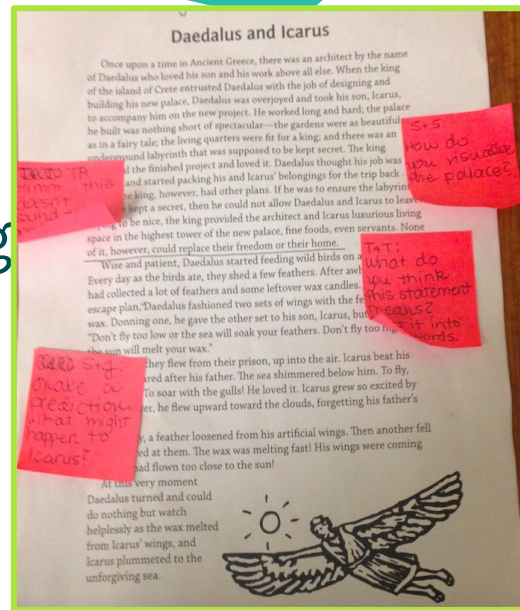
When I grow my ideas about the plot, characters, or themes, I back up my ideas with evidence I locate from across the text, not just one part. I write about BIG ideas from the evidence.

EXAMPLE

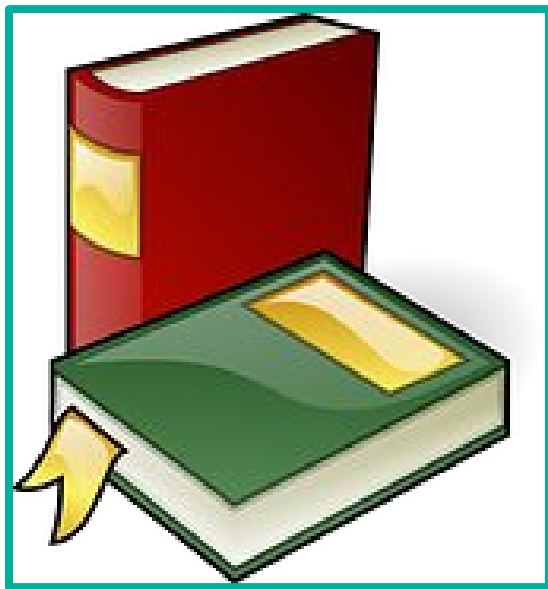
The story "Stray" teaches the importance of owning a pet. I know this because Doris was lonely in the story. In the beginning, she was shoveling snow all by herself when she found the puppy. She brought the puppy inside, hoping her parents would let her keep it. Because her parents were poor, they would not let her keep it. Later in the story, Doris' father brought the puppy to the pound. Doris cried and even had bad dreams. This shows that Doris really wanted the puppy and it made her feel less lonely. The author reveals how poor makes people

Interactive Read Aloud (IRA)

- Occurs daily and in a time outside of Reading Workshop block
- Teacher models thinking aloud and utilizing different reading strategies and skills
- Engages all students while they interact with text
 - stop & jot
 - turn & talk
 - stop & sketch
 - stop & act out



IRAs with Advanced Readers



- ◆ Add depth & complexity
- ◆ Exposure to rich, complex texts
- ◆ Vary engagement methods used
- ◆ Connect to concepts or big ideas

Enhancing Your IRAs...

Skill: Critiquing

Standard

Enhanced

Think Aloud

When I read this, I was wondering what this character's point of view is about the situation...

As I was reading, I noticed the authors used the characters to present different perspectives about the situation. I am going to compare them to help me consider differing points of view.

Stop & Jot

Stop and jot why you think this scene should or should not be included in this selection.

Are there points in the selection where you disagree with the author? Explain your perspective and justify with evidence.

Turn & Talk

From what you know about (insert genre here), talk with your partner about whether this part seems realistic.

Change the genre of this selection to _____. Would this be a positive or negative change? Discuss your reasoning with your partner.

Stop & Sketch

Stop and sketch how you would design an ending illustration for this selection.

Stop and sketch how (insert name of famous illustrator) would have designed an ending illustration for this selection.

Stop & Act Out

Stop and act out your reaction this climax of this selection.

Imagine one of you is the author of this selection. Stop and act out a wordless scene where you demonstrate your feelings about this part of the text to the author.

Let's Experience an IRA!

Bring your...

... reading partner

... sticky notes

... pen or writing instrument



Reactions to IRA

- ◆ How did it feel to experience an IRA through the lens of a student?
- ◆ How could using IRAs with your advanced students benefit them?



Turn & Talk with
your neighbors.

How to Plan an IRA

- ◆ Read the text *as a reader*. Mark the places as you read that cause you to have a reaction to the text.
- ◆ Reread it again *as a teacher*. Look for parts of the text that may be challenging for your students or they might not naturally think about as you read.



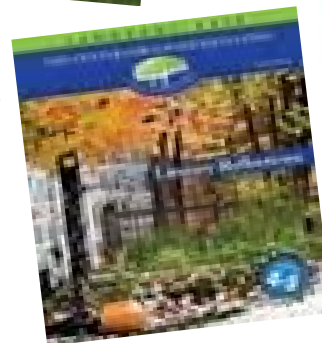
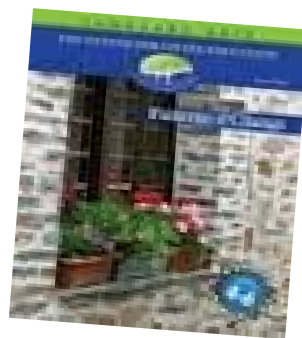
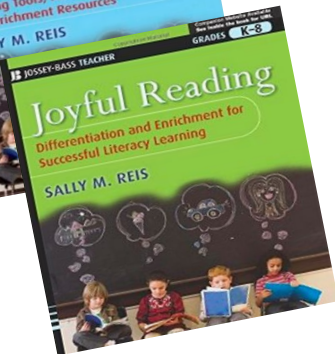
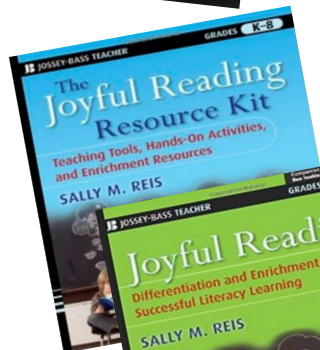
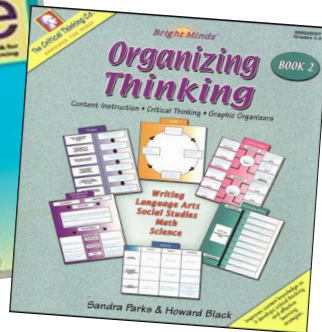
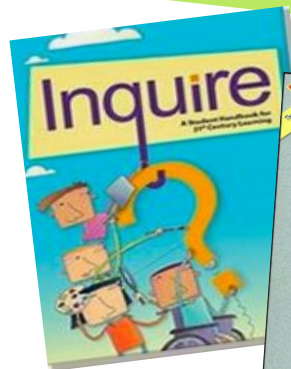
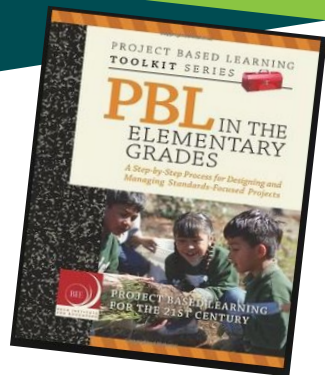
How to Plan an IRA

- ◆ Reread and mark the text with a reading skill.
- ◆ Identify the various reading skills you will model during your think alouds. Find another place for the students to try that skill when they “turn and talk” with a partner.
- ◆ Code your read aloud with post-its jotting down the prompt you will use to pop out the reading skill during your think aloud, turn and talk, stop and jot, etc..

The background features a series of overlapping, angular shapes in various shades of green and teal. A large, dark teal shape forms a mountain-like peak at the top left. Below it, a lighter green shape extends to the right. A wide, medium-teal band stretches across the middle, serving as the backdrop for the text. Below this band, another dark teal shape forms a base, and a light green shape appears at the bottom right.

Gifted Strategies & Resource Integration

Utilized Literacy Resources

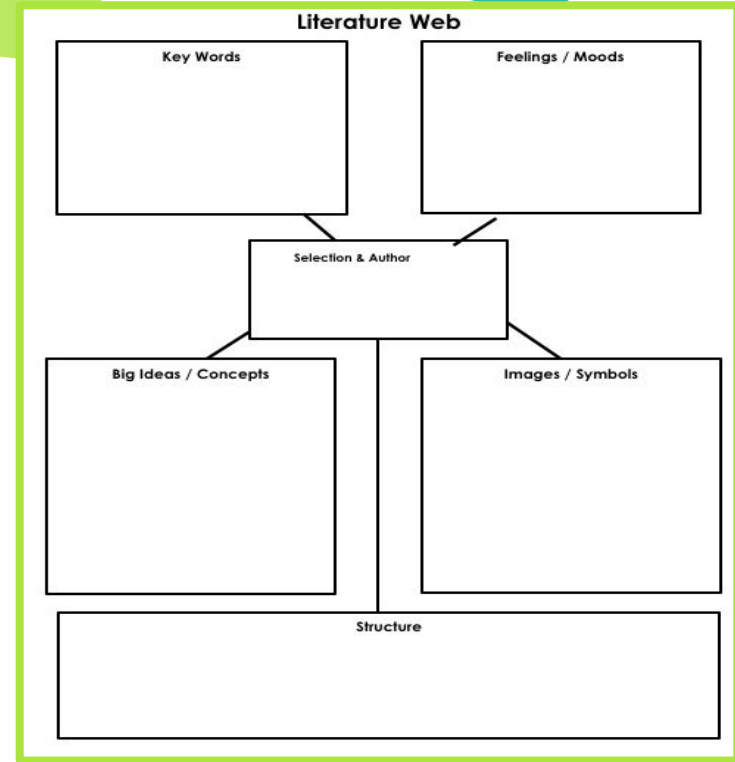


The background features a series of overlapping, semi-transparent geometric shapes. At the top, a dark teal triangle points downwards. Below it, a light green trapezoid extends to the right. The central portion of the image is dominated by a large, solid teal shape. At the bottom, another dark teal triangle points upwards, mirroring the one at the top. The overall effect is a modern, layered composition in shades of green and teal.

Comprehension

Literature Web

- ◆ Teaching Model from William & Mary Language Arts Units
- ◆ Allows students to deeply analyze selections
- ◆ Can also be used to analyze piece of media, artwork, or song
- ◆ Integrates multiple Common Core Standards



Day 1: Literature Web: Key Words & Feelings/Moods

Connection	We have been working hard to analyze and think deeper about the texts we read.
Teaching Point	A Literature Web is another tool for deeply analyzing a selection. Two of the sections on Literature Webs are Key Words & Feelings & Moods. Readers can analyze a selection by considering Key Words and Feelings & Moods.
Teach/Model	<p>Today I want to teach you another way to analyze texts by using a tool called a Literature Web. A Literature Web has five components, but today we are going to focus on only two-- Key Words and Feelings & Moods.</p> <p>Key Words may include...</p> <ul style="list-style-type: none"> Names of characters Names of places Information important to the setting, including geographical Events important to the outcome of the story Words you did not know Words/phrases you feel are powerful Words you thought were interesting or exciting Words connected to the theme, or big idea <p>Watch how I generate a list of key words from our interactive read aloud, <i>Hoot</i>.</p> <p><i>(Model thinking aloud and jotting down key words on a sticky note)</i></p> <p>Feelings & Moods may include...</p> <ul style="list-style-type: none"> Feelings that YOU had while reading the selection Feelings that you think the CHARACTER felt during the story Multiple feelings that change as you continue reading ANY strategy you identify by the author to make a connection to the readers throughout the story How do you think the author wanted to make you feel while reading this selection? <p><i>(Model thinking aloud and jotting down feelings & moods on a sticky note)</i></p>
Active	Turn & Talk --What are some other key words that come to mind from our reading of <i>Hoot</i> ?

Day 2: Literature Web: Structure & Big Ideas, or Concepts

Connection	Last time we were together, I introduced you to two components of the Literature Web--key words and feelings. Literature Webs can help us analyze selections.
Teaching Point	When deeply analyzing a selection, readers can consider big ideas and the structure of the text.
Teach/Model	<p>Today I want to teach you how to think deeply about the structure of a selection.</p> <p>When thinking about the structure of a text, you really want to think about the characteristics you are reading. Some things you may want to consider are...</p> <ul style="list-style-type: none"> The genre of this selection (biography, expository text, realistic fiction, science fiction, play, etc.) Point of view (first person or third person) Specific devices used by the author to create complexity or uniqueness Any dialogue or accents used by the character or narrator Special designs such as giving unusual chapter titles, numbered chapter titles, etc. Figurative language, such as foreshadowing, similes, metaphors, onomatopoeia Anything that sets this text apart from others Stated purpose of the text (inform, explain, entertain, persuade, etc.) Length of sentences/paragraphs <p>Watch how I generate ideas about the structure of our interactive read aloud, <i>Hoot</i>.</p> <p><i>(Model thinking aloud and jotting down words related to the Structure on a sticky note)</i></p> <p>When thinking about big ideas, or concepts, consider what the author is really trying to tell you.</p> <ul style="list-style-type: none"> BIG IDEAS in the story or poem (courage, risk, prejudice, loyalty, friendship, etc.) MAIN IDEAS you think are present in the story Multiple "big ideas" based on the text and support for these ideas What caused you to identify these ideas? <p><i>(Model thinking aloud and jotting down big ideas, or concepts from Hoot on a sticky note)</i></p>
Active Engagement	<p>Turn & Talk--With regards to structure, what else can we say about <i>Hoot</i>? What makes <i>Hoot</i> different than other texts we may have read?</p> <p>Turn & Talk--What additional "big ideas" can you identify from <i>Hoot</i>?</p>
Link	<p>While reading, I want you to think about the structure of the novel you are reading and jot them down on your _____ sticky note.</p> <p>I also want you to consider big ideas & concepts contained within the selection and jot them down on your _____ sticky note.</p>

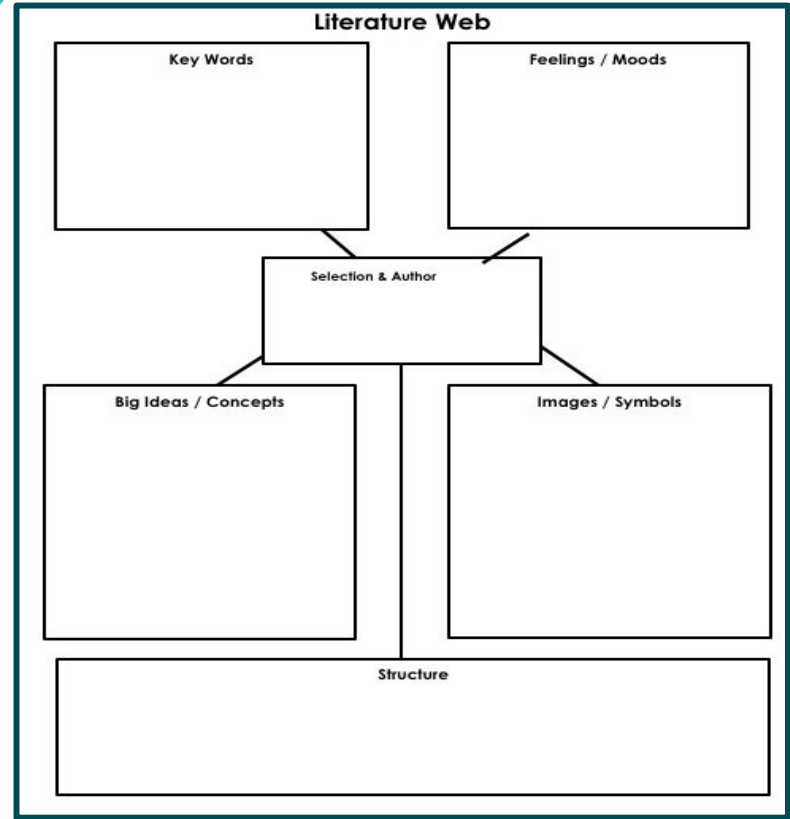
Day 3: Images/Symbols

Connection	We have been working hard to analyze and think deeper about the texts we read by using a Literature Web.
Teaching Point	Readers visualize when they read and create images in their minds from the words. We can sketch images & think about symbols the authors have used to represent something else.
Teach/Model	<p>Today I want to teach you to think about another component of Literature Webs, something else we can consider when we deeply analyze something we read.</p> <p>Images.</p> <ul style="list-style-type: none"> Pictures that come into your mind as you read the words in the text (imagery) Similes or metaphors that create images in your mind <p><i>(Model thinking aloud and jotting down and sketching images on a sticky note)</i></p> <p>Symbols: Symbols: things in the story that represent something else (examples: wedding ring is a symbol of marriage, flags can represent our country or freedom)</p>
Active Engagement	<p>Stop & Sketch--What are some other images that come to mind from our reading of <i>Hoot</i>?</p> <p>Turn & Talk--Can you and your partner come up with other symbols from <i>Hoot</i>?</p>
Link	<p>While reading, I want you to think about words that are key in your novel & jot them down on your _____ sticky note.</p> <p>I also want you to consider feelings & moods contained within the selection and jot them down on your _____ sticky note.</p>
Independent Practice	<p>Students will identify images & symbols in their self-selected independent reading book.</p> <p>They will be given two more sticky notes to place on their notebook page and arrange them to finish creating the Literature Web. (sticky notes will be boxes).</p>

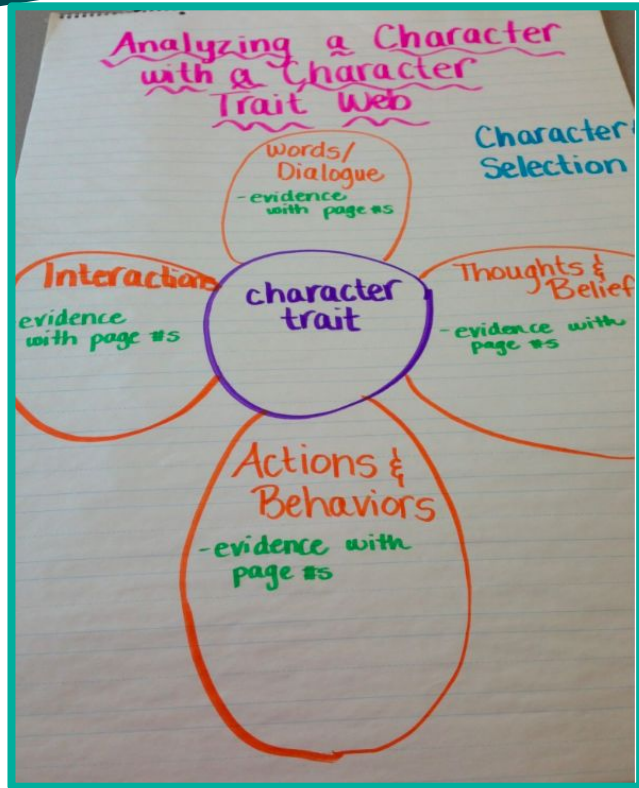
Literature Web Rubric

Literature Web Rubric				
	1 Below Expectations	2 Getting There	3 Meets Expectations	4 Above & Beyond
Key Words RLS.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Includes two or fewer key words or includes words that are not related to the text.	Includes 3-5 key words and/or phrases connected to the selection. May only include names of characters and places.	Includes 6-9 key words and/or phrases connected to the selection and related to the theme. These words and/or phrases are essential to the outcome of the selection.	Includes over 10 powerful words and/or phrases that are essential to the outcome of the selection and/or connected to the theme.
Feelings & Moods RLS.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Includes feeling not related to the characters or the text. Provides unrelated personal feelings. Does not consider author's intent.	Includes general feelings that may be loosely connected to the text or may be just feelings in general.	The reader has included specific feelings that are linked to the text. The reader connected accurately with the author identifying most of the feelings the author may have hoped to inspire.	Includes the reader's feelings, including parts of the text that inspired them; the characters' feelings; and the feelings the author may have hoped to inspire with text evidence.
Structure L.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular selection.	Did not include structural elements from the story, or incorrectly identified elements.	One or two structural elements are noted which may be general and unconnected to the text.	Most of the structural elements are accurately identified, including genre, point of view, and characteristics unique to this text.	Included important characteristics of the text including: genre, point of view, dialogue, figurative language, special designs such as unusual chapter titles, illustrations, text features, etc... Included elements that made this text different from other selections.
Big Ideas, Themes & Concepts RLS.2 Determine a theme of a selection from details in the text.	Response shows that student did not understand the text. Main idea does not represent the central point that the author makes about the subject or topic. Did not identify big ideas from text.	General themes and concepts are noted but are disconnected or loosely connected to the central point.	Reader and author are in line with themes and concepts from the text. Two concepts are identified and evidence is included.	Response shows that student thoroughly understood the text. The central point that the author makes about the subject or topic is stated. Synthesized information from the text information and explained it in own words. Identified three or more concepts within the text with evidence.
Images or Symbols L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Does not include relevant symbols, misidentifies simile or metaphor, and omits imagery.	Sketches are included but connect to obvious images being described or shared in illustrations.	Includes a combination of sketches and writing which clarify the symbols used by the author to convey a message.	Includes a combination of sketches and writing. Student demonstrates an understanding that symbols go beyond what is actually being described. Includes exact words or phrases that helped create images in their mind.

Let's experience a
Literature Web!

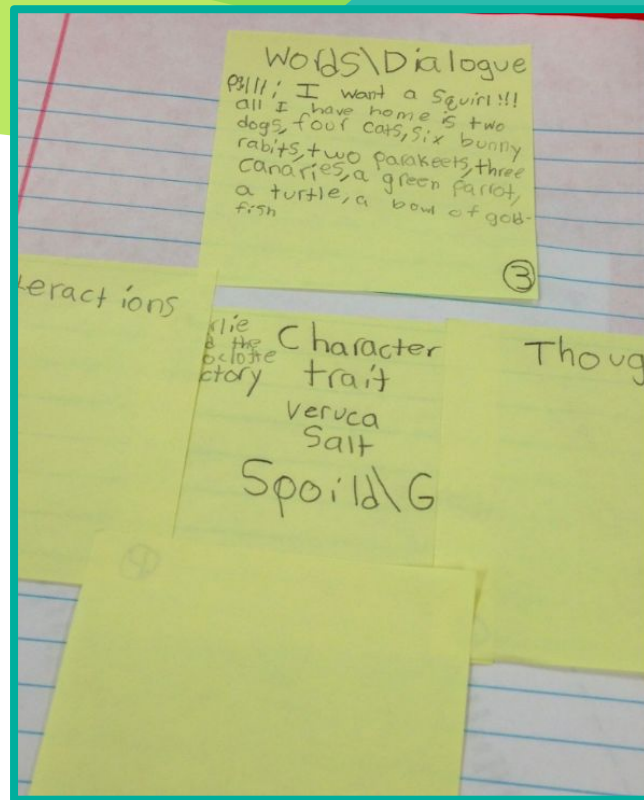
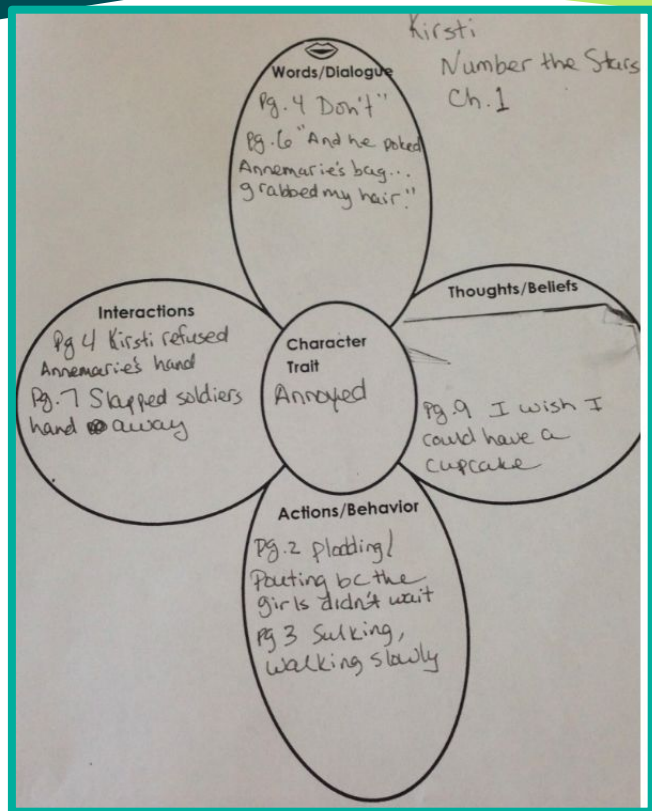


Character Trait Web



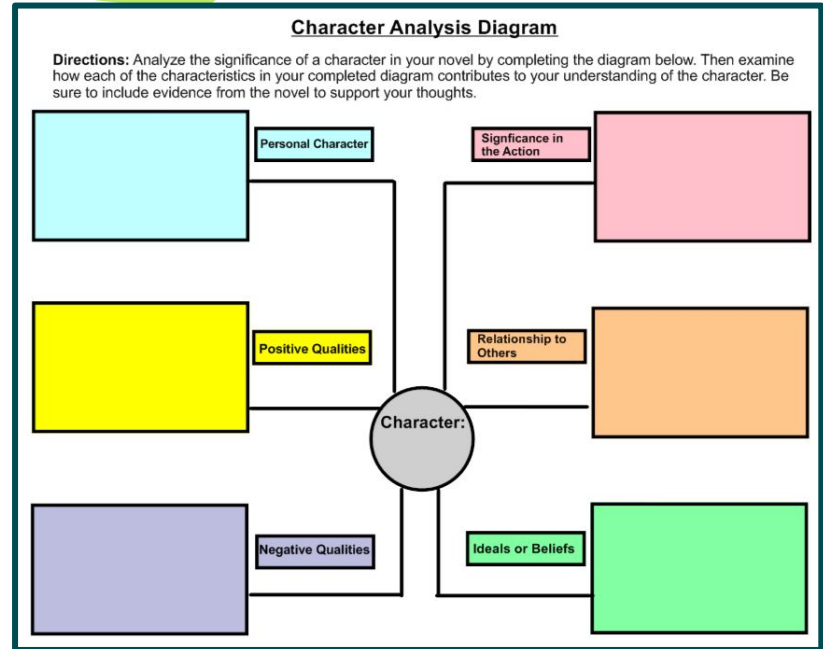
- ◆ Deeply analyze character trait as it relates to a particular character
- ◆ Cite specific evidence from text

Examples



Character Analysis Diagram

- ◆ Students describe the significance of a character in a novel/text.
- ◆ Examine both the personal characteristics and the importance of the person to the plot:
 - ◆ Personal Character
 - ◆ Relationship to others
 - ◆ Beliefs/Ideals
 - ◆ Positive Qualities
 - ◆ Negative Qualities
 - ◆ Significance in the Action of the Story



Symbolism & Relationships Chart

- ◆ Analysis of character relationships
- ◆ Higher level application of symbolism
- ◆ Adapted from CFGE William & Mary training

Using Symbolism to Represent Characters' Relationships


Protagonist: Ray Selection & Author: Hoot by Carl Hiaasen

Character	Animal	Type of Weather	Another Object	Color	Number	Type or Piece of Music
Dana	hyena	thunderstorm	matches or boxing gloves	dark gray	13	Heavy Metal
Beatrice						

Justify and provide evidence for the symbols you select. You can use this sentence stem to help you.

The relationship between Ray and Dana is like a thunderstorm because their interactions are like bolts of lightning.

For example, on page 14, when Dana was strangling Ray and Ray reacted by punching Dana.



Relationships Chart

Directions: Write the name of the protagonist as the title of the chart. Write the names of the other important characters in the first column. For each character, draw or write at least one symbol that represents the protagonist's relationship with that character. Draw or write each symbol in the appropriate column.

Protagonist: _____

Selection & Author: _____

Character	Animal	Color	Number	Type or Piece of Music	Type of Weather	Another Object

Sentence Frames

Directions: Select three relationships from the above chart and justify your responses.





The relationship between _____ and _____ is like
_____ because _____
_____.

The relationship between _____ and _____ is like
_____ because _____
_____.

The relationship between _____ and _____ is like
_____ because _____
_____.

Title of Selection: Because of Winn-Dixie

Author: D. Camillo

Characters	Animal	Color	Type or Piece of Music	Type of Weather	Another Object
Opal Winn-Dixie			Romance		

The relationship between Opal and Winn-Dixie
is like a kangaroo because they always
stick together like a mom and a
Joey

The relationship between Opal and Winn-Dixie
is like a heart because they love
each other so much and never let
anything break them apart like
in the story Opal loses
Winn-Dixie
or him but never stops looking

Modified Example-- 3rd Grade

Title of Selection:

Author:

Characters	Animal	Color	Type or Piece of Music	Type of Weather	Another Object

The relationship between _____ and
_____ is like _____
because _____

_____.

The relationship between _____ and
_____ is like _____
because _____

_____.

Jacob's Ladder

- ◆ Variety of genres with complex text
 - ◆ myths/fables
 - ◆ nonfiction
 - ◆ poetry
- ◆ Contains different skill ladders
- ◆ Moves from lower order to higher order thinking tasks



Tasks get increasingly more difficult as you move up each rung.



TABLE 1
Goals and Objectives of *Jacob's Ladder* by Ladder and Rung

A3: Consequences and Implications Students will be able to predict character actions and story outcomes and make real-world forecasts.	B3: Generalizations Students will be able to make general statements about a reading and/or an idea within the reading, using data to support their statements.	C3: Theme/Concept Students will be able to identify a major idea or theme common throughout the text.	D3: Creative Synthesis Students will be able to create something new using what they have learned from the reading and their synopses.	E3: Using Emotion Students will be able to analyze how emotion affects the passage and/or the reader.	F3: Reflecting Students will be able to (a) evaluate ideas and plans, (b) provide new plans of action, and (c) explain the pros/cons of a given selection.
A2: Cause and Effect Students will be able to identify and predict relationships between character behavior and story events and their effects upon other characters or events.	B2: Classifications Students will be able to categorize different aspects of the text or identify and sort categories from a list of topics or details.	C2: Inference Students will be able to use textual clues to read between the lines and make judgments about specific textual events, ideas, or character analysis.	D2: Summarizing Students will be able to provide a synopsis of text sections.	E2: Expressing Emotion Students will be able to articulate their feelings through a variety of media (e.g., song, art, poem, story, essay, speech).	F2: Monitoring and Assessing Students will be able to analyze a plan of action (including implications, consequences, and big ideas) and articulate future goals to accomplish a task.
A1: Sequencing Students will be able to list, in order of importance or occurrence in the text, specific events or plot summaries.	B1: Details Students will be able to list specific details or recall facts related to the text or generate a list of ideas about a specific topic or character.	C1: Literary Elements Students will be able to identify and explain specific story elements such as character, setting, or poetic device.	D1: Paraphrasing Students will be able to restate lines read using their own words.	E1: Understanding Emotion Students will be able to explain how emotion and feeling are conveyed in a text and/or their personal experience.	F1: Planning and Goal Setting Students will be able to explain and design an outline or plan given certain stimuli.
Ladder A	Ladder B	Ladder C	Ladder D	Ladder E	Ladder F

Ladders increase in difficulty as you travel across.



Example with Student Response

A3

Consequences and Implications

What were the overall consequences of the Dove's actions?

THE ANT AND THE DOVE

A2

Cause and Effect

There are several cause and effect relationships in the fable. Complete the chart below, outlining causes and effects in the tale.

Cause	Effect

A1

Sequencing

List the events in the order they occur in the story.

Consequences and Implications

1. What were the overall consequences of the dove's actions?

Picked a leaf then dropped in the river to save ant. → The ant saved the dove from the hunter.

Cause and Effect

Cause	Effect
The ant was thirsty.	The ant went down to the river.
The dove plucked a leaf.	The ant's life was saved.
The hunter was about to pierce the dove.	The ant bit the hunter and the dove flew away.
The ant bit the hunter.	The dove flew away.

Sequencing

The ant went to the river.

→

Then the ant fell in the river.

→

Then, the dove saved him.

→

The hunter tried to kill the dove.

source: Jacob's Ladder Reading Comprehension Program Book 1

Teacher Created Skill Ladders

D 3	<p>Creative Synthesis</p> <p>Choose 1 task below:</p> <p>Rewrite the selection from the thief's point of view. How would the story be different?</p> <p style="text-align: center;">OR</p> <p>Create a comic strip of the selection. You must include at least 4 frames with dialogue, thought bubbles, or captions in the correct sequence.</p>	The Miser
D 2	<p>Summarizing</p> <p>In three sentences or less, summarize the selection "The Miser."</p> <p>**Remember: Summaries are brief and tell only the most important parts! You can use SWBST to help you! ☺</p>	
D 1	<p>Paraphrasing</p> <p>Rewrite the following statement in your own words:</p> <p style="padding-left: 40px;">"A possession is worth no more than the use we make of it."</p> <p>**Think: How can I take what the author said and put it into my own words? How could I make this easier for a 3rd grader to understand?</p>	

A 3	<p>Consequences and Implications</p> <p>What were the consequences of the crow's foolish actions? How did his choices affect others?</p>	Mrs. Frisby and the Crow
A 2	<p>Cause and Effect</p> <p>Use a multi-flow map to identify the causes and effects of the event "Mrs. Frisby freed the Crow."</p> <div style="text-align: center;"> </div>	
A 1	<p>Sequencing</p> <p>List, in order, the five most important events of the selection. You may use a flow map to show these events if you'd like.</p>	

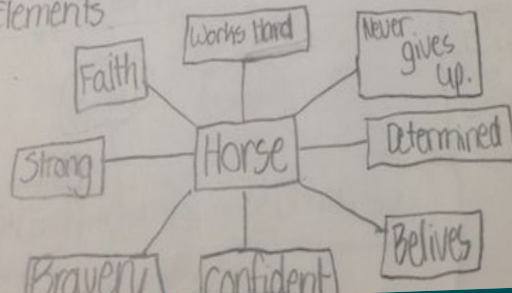
Theme/Concept

- The big idea is never give up. Another is to believe that you can do it. And, to give confidence to yourself, and, also, don't listen to others' bad compliments. And last but not least, work hard on your goal.

Inference

- The horse was serious about becoming a great tap dancer because he practices every day by the river bank.

Character Elements



◦ I admire that he works hard for his goal.

Dear papa and mama,

Creative Synthesis

The American Revolution. Sounds we have to pay taxes but we have no money. Papa says and Mama I need 10 pounds to pay taxes back. I'm very sorry to you maybe you need to pay taxes. I'm very sorry I will go to 1. Martin too. If we go take care of her and THE BRITISH IS COMING. And said Paul Revere. We're being Slaves it feels like. But we actually are not thus we feel like it. PLEASE, I LOVE YOU.

Love, George Washington

NEW ENGLAND
STAR

P.S. THE BRITISH IS COMING.
THE BRITISH IS COMING.
Paul Revere



D2 Summarizing

Brian was unfair to the Americans because they made them pay taxes but wanted revenge on them back. The Americans wanted freedom and didn't want to pay taxes. This caused the American Revolution.

D1 Paraphrasing

It's not fair if there's no representation to make us pay taxes. The good people that wanted to give revenge to the bad people.

Close Reading and Jacob's Ladder

A World of Resources

Our world is full of many natural resources that people use each and every day. Some examples of natural resources include air, solar energy, aluminum, natural gas, coal, trees, fish, farm animals, and crops. Natural resources can be classified into three different categories: renewable, flow, and nonrenewable.

Renewable natural resources are living resources like fish, deer, trees, and coffee that can grow back or renew themselves with time. In order for a resource to be renewable, the rate of consumption of the resource cannot exceed the amount of time it takes for the resource to replace itself. Metals are an exception to this rule. Metals cannot renew themselves, but they

still are considered renewable resources because they can be recycled and reused. Metals, like the aluminum used for soda cans, are not destroyed during the production cycle. Because they are not destroyed, metals are easily melted down and used again and again.

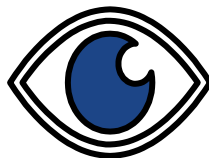
Flow natural resources also are renewable. Unlike renewable resources, though, flow resources do not require time to replenish themselves. Air, water, wind, tides, and solar energy all are examples of flow resources. There is an endless supply of these types of natural resources.

Nonrenewable natural resources are resources that cannot be remade or regrown. Or, if they can be replenished, they cannot be replenished as quickly as the rate of consumption demands. For example, fossil fuels such as coal, natural gas, and petroleum are nonrenewable resources. Fossil fuels can replenish themselves, but the process takes thousands of years. People cannot wait thousands of years for more coal, natural gas, or petroleum. Therefore, these kinds of natural resources are available in limited quantities and considered nonrenewable.



◆ Use of complex, non-fiction text to model the annotation process:

- ◆ Set a purpose
- ◆ Read the text
- ◆ Chunk the text
- ◆ Re-read for vocabulary
- ◆ Re-read for the gist
- ◆ Re-read for your purpose



Sample Annotated Close Read

Purpose:
To find examples that support generalizations related to our concept: Cyclic patterns of change.

Gist

1. There are 3 types of natural Resources: Renewable, Flow, and non-renewable.

2. Renewable = living.

3. Don't use up a resource too fast or it cannot renew.

A World of Resources

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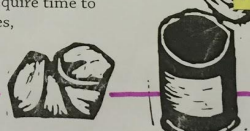
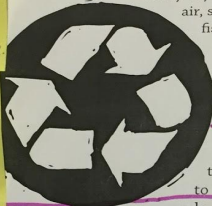
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Another way to classify natural resources is by their matter state. Resources can be solid, liquid, or gas. Examples include trees for solid matter, tides for liquid matter, and air for gas matter.

Purpose

Cycles can begin again
(ex) renewable resources grow back
Cycles may be broken
(ex) if people
Cycles may be imposed by humans
(ex) Soda cans melted and reused



Questioning Resource

- ◆ SEM-R bookmarks for advanced level questioning
- ◆ Helps to provide appropriate level of challenge for talented readers
- ◆ Broken down into different categories
- ◆ Created for elementary and middle school students
- ◆ Ideas for utilizing this resource:
 - ◇ conferring
 - ◇ IRA's
 - ◇ intentional questioning during Mini-Lessons



Character

Think of two questions you have about the main character. Do you think the questions will be answered as you continue with the story? Why or why not?

Describe the main character of the book in five or fewer words. Avoid using trite words (nice, good, bad, mean, etc.).

Tell about a decision or choice made by a character. Do you think the character made a good choice? Why or why not?

Tell about a character's action that surprised you. Why was the action a surprise? What did it show about the character?

Character

Who is the *antagonist* in the story? What clues from the text help you to know this?

Imagine you are one of the characters during an important moment in the book. How do you think you would feel about what is happening? Why?

If you could give the main character a gift, what would you give him or her? What details from the book helped you to decide what you might give?

What is a question that one of the characters seems to be struggling with in the story? How does this character try to find answers?

Character

If you could choose to become one of the characters, whom would you choose? Why?

How would the book be different if told from another character's point of view?

Compare and contrast the protagonist in this story with a character in another book.

Create a new problem for the main character that is similar to a problem you once faced. Do you think the main character would respond to the problem the same way you did? Why or why not?

The background features a series of overlapping geometric shapes, primarily triangles and polygons, in various shades of green and teal. The top and bottom edges are defined by dark teal shapes, while the central area is filled with lighter green and teal layers, creating a sense of depth and movement.

Listening & Speaking

Paideia/Socratic Seminars



- ◆ Builds student speaking & listening skills
- ◆ Infusion of higher level questions with complex texts
- ◆ Active learning for students
- ◆ Text= novel, short story, excerpt, nonfiction article, music, piece of media or film, artwork
- ◆ Could use a shared experience as a topic, as well



Paideia Seminar

Pre-Seminar

Seminar

Round
Robin

Volunteer

Post Seminar Tasks

High Expectations for Participation

Scholar Seminar Expectations

Name _____

Behavior:

I will ...

- ✓ wait my turn and only talk when it is my turn [☹ ☺ ☺]
- ✓ show I am listening by putting my eyes on each speaker [☹ ☺ ☺]

Rubric:

Speaking:

I will ...

- ✓ think about my answer before I speak [☹ ☺ ☺]
- ✓ show respect for others in my comments [☹ ☺ ☺]
- ✓ speak clearly and loudly [☹ ☺ ☺]
- ✓ speak at least _____ times [☹ ☺ ☺]
- ✓ respond to questions or comments with: [☹ ☺ ☺]

- "I want to build on ... because ..."
- "I agree with _____ because ..."
- "I disagree _____ because ..."
- "I wonder why....."
- "According to _____"
- "This reminds me of...."
- "I have a question about..."
- "The important ideas about _____ are..."

Talking Tallies

☹ = always/most of the time

☺ = some of the time

☺ = not yet



What did you enjoy about today's Scholar Seminar? _____

How could you improve your performance in our next Seminar? _____

Seminars in Action

"The Power of Light" Paideia Seminar

Ideas and Values: Change, Fear, Courage, Love, Risks and Consequences, Hope

Content: The Power of Light is a selection written by Isaac Bashevis Singer. It tells the story of how two teenagers escaped from Warsaw during World War II.

Instructional goals:

- to develop reasoning and interpretation skills through discussion of literature
- practice listening and speaking skills
- to explore the concept of change in literature.
- to interact with text, consider multiple perspectives, and make connections to the overarching theme of change

Pre-Seminar:

- TW introduce new vocabulary words they will encounter while reading the text.
- TW build background by explaining a little about World War II and the persecution of Jewish people. TW also provide background about Hannukah.
- Selection will be read as an interactive aloud. Teacher will think aloud throughout read aloud and model clarifying, summarizing, and analysis of characters. Students will have opportunities to turn and talk, stop and jot, and interact with the text.
- Students will create a Literature Web for selection and identify Key Words, Images & Symbols, Feelings & Moods, Structure, and Ideas & Concepts.
- Discuss seminar rules, expectations, and set goals for group.

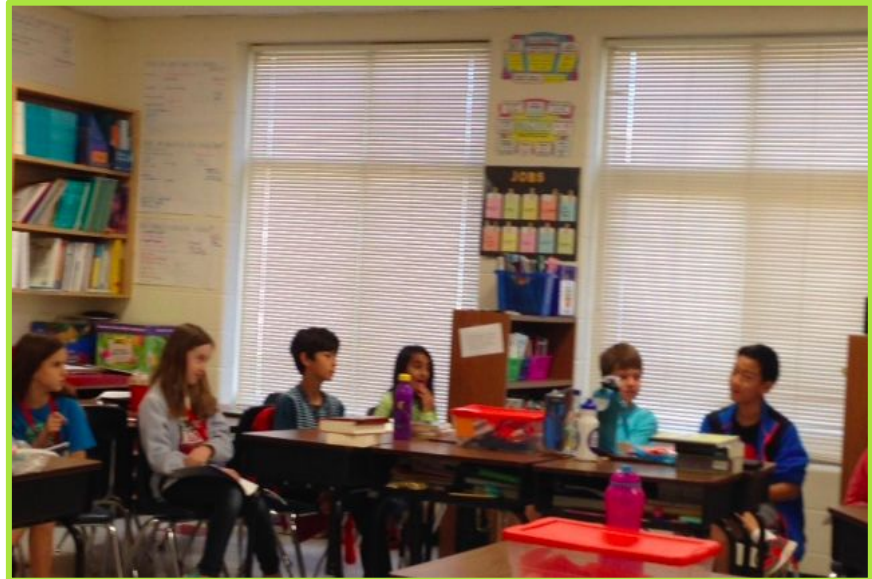
Seminar:

Text Opener:

- What does the title of the selection mean?

Core Questions:

- What are some of the important decisions the characters in the story needed to make? Why did the characters make the choices they did?
- Based on the text, why do you think David called the candle "a treasure"?
- The author contrasts the glimmer of light from the candle with the shadows all around. What does the candle symbolize, or stand for, in the story?
- Why is the dreidel important in the story? Why do David and Rebecca plan to give the dreidel to their son?
- What did David and Rebecca have to assume or believe when they decided to run away from their hiding place? What chances were they taking?
- In what two ways is light powerful in the story? Provide examples from the story to support your answer.
- How is the idea of hope important to the story?
- How is this story related to the idea of courage?
- How will David and Rebecca help to keep the memory of their experience alive? Support your answer with evidence from the text.





Graphic Ice Cream



Ideas and Values: Productivity, Quantity, Displaying Information, Efficiency

Math Connection: Graphing, Data Analysis

Pre-Seminar

Graphic Ice Cream is a selection about an ice cream company. The selection contains information displayed in different types of graphs (bar, line, and circle).

Instructional goals:

- to develop reasoning and interpretation skills through discussing literature
- to analyze and interpret different graphs for different purposes
- to interact with text, consider multiple perspectives, and make real world connections to graphing and data analysis

Content (background information):

- Before reading, students will brainstorm and record ideas and information about graphs in a circle map.
- Students read selection in pairs, then discuss selection's main ideas.
- Allow students to work in small groups. Each group will need a sheet of chart paper and markers.
 - Ask the group to list 15-20 different kinds of data that are often gathered or could be gathered.
 - Tell the groups to look at their lists and classify their lists into the categories of bar, line, or pie graphs based on which type of graph would be most appropriate for each type of data. Use the definitions from the text to make your classification decisions.

Process:

- Discuss expectations for *Paideia* Seminars. Set goals for the Seminar using the attached rubric.

Seminar

Text Opener:

- Why did the author title this selection "Graphic Ice Cream?" Use evidence from the text to support your answer. (round robin question)

Volunteer Questions:

- How would you characterize the owners of *Crema*? Describe the kinds of business owners they are by using details from the text to support your answer.
- What could be *another* good title for this selection?
- What inferences can you make based on:
 - The data and graph about customers' favorite flavors?

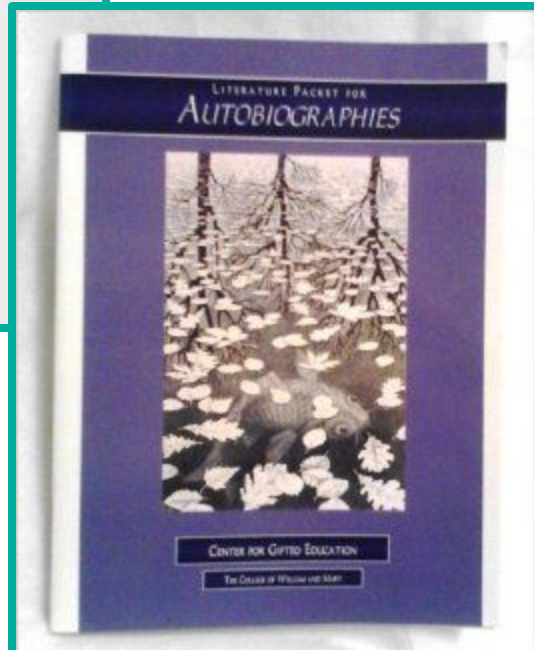
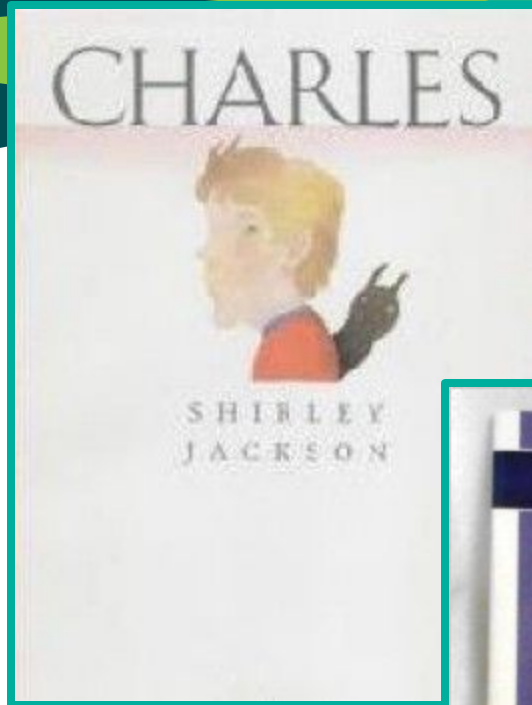
Population Explosion Paideia Seminar

Round Robin & Text Opener: Think about what this selection was mostly about. What would be another good title for this selection? Why would your newly created title be a good one?

Volunteer Questions:

- How do you think you might feel if you were one of America's earliest settlers watching millions of people moving to your country? Support your answer.
- What is the relationship between math and history? Support your answer with evidence from the text.
- Do you believe the subtitle *How Math Helps you Understand America's Past* best summarizes the selection? Why or why not?
- What are the consequences and implications of moving to America either as an early settler or as an immigrant?
- How has immigration affected what America is like today?

Round Robin & Closing Question: How would you describe what "population explosion" means?



Synopsis: A little boy named Laurie starts Kindergarten and his parents start to notice a change in his behavior. Instead of acting like a “sweet-voiced nursery-school tot” Laurie no longer waves goodbye to his mom, slams the door when he comes home, and speaks insolently to his father. Each day he comes home with stories about a classmate who misbehaves named Charles. Laurie’s mother is determined to meet Charles’ mother at the next PTA Meeting. The mother asks the teacher about Charles Charles and the teacher tells her that there is no one named Charles in the class. (The story thus implies that all the trouble has been caused by Laurie.)

Socratic Questioning

- ◆ Asking questions= powerful tool for learning
- ◆ Utilized during **book clubs, seminars, literature circles, or in content areas** to sharpen and deepen thinking skills
- ◆ Challenges both the person asking the questions *and* the respondents



Socratic Questions Cheat Sheet

Clarifying Questions ask a person to say exactly what they mean. When you use clarifying questions, you help your classmates think precisely about what they are asking or thinking about.

- *Why are you saying that?*
- *What exactly do you mean when you say _____?*
- *Could you rephrase that please?*
- *Could you provide an example?*

Assumption Questions challenge people to defend something they think is true without proof.

- *Are you assuming that _____? Why?*
- *Could you explain why/how you developed this assumption?*
- *Can you prove your assumption is true? How?*

Reasoning Questions ask a person to justify their thinking with evidence.

- *What evidence shows that _____?*
- *How can I be sure of what you are saying?*
- *What evidence is there to support what you are saying?*
- *Can you give me an example of that?*
- *Are these reasons strong enough?*

Perspective Questions ask a person to think about other points of view. You can challenge your classmates by asking them to find other valid perspectives to discuss.

- *How would another person see this issue?*
- *How is _____ similar/different from _____?*
- *Another way of looking at this is ... does this seem reasonable?*
- *What alternative ways of looking at this are there?*
- *What is the difference/similarity between _____ and _____?*

Consequence Questions ask a person to consider what might happen.

- *What could result from that idea?*
- *How does _____ fit with what we learned before?*
- *What are the consequences of that assumption? How does _____ affect _____?*
- *If _____ then what would happen?*

Recursive Questions ask a person to think about the original question. You can challenge your classmates by turning the questions around on them. Put the ball back in their court to help them think deeply and reflect on the questions they are asking.

- *Why are you asking this question?*
- *How would you respond to your own question?*
- *Why do you think I asked this question?*
- *What does that mean?*

- Builds listening and speaking skills
- Enhances student book club discussions
- Challenges all students to think at higher levels



**How can I introduce
Socratic Questioning
to my students?**



Clarifying Questions



Student 1: “I think starting Kindergarten has changed Laurie.”

Student 2: “*What exactly do you mean when you say you think starting Kindergarten has changed Laurie?*”

Student 1: “I mean that according to Laurie’s mom, he used to be a “sweet voiced nursery school tot” and now he speaks disrespectfully to his parents and has now developed a “swaggering character.”



Assumption Questions

Student 1: “Charles is not concerned with the feelings of others.”

Student 2: “*Could you explain how you developed this assumption?*”

Student 1: “Well, I assume Charles is not concerned with the feelings of others because on page 44 he hit the teacher and he kicked the teacher’s friend on page 45.”

Recursive Questions



Student 1: “Why didn’t the school contact Laurie/Charles’ mother when he was misbehaving?”

Student 2: “*How would you respond to your own question?*”

Student 1: “I think the school did not contact Laurie’s mother because maybe he wasn’t misbehaving as badly as Laurie made it sound. Perhaps he was exaggerating.”

How would a person with down syndrome see this story differently than a person without down syndrome?

perspective question-
How would different people see the event of when some white people came and put the berry's, (Black family), on fire or burn them?

consequence question
How do you think Belle teal is feeling about the Negro children joining her school?

what could result from the lady giving jess a compliment? perhaps a change in his behavior.

Debates

- ◆ Students take a stance on an issue--for or against.
- ◆ Provides practice for conducting research and note taking
- ◆ Craft persuasive arguments with supporting details
- ◆ Help develop and strengthen listening, speaking, and viewing skills
- ◆ Integrates multiple Common Core Standards



What is a debate?



Point (Your Opinion Statement)

1. _____

Proof (Facts to Support your Opinion)

- _____
- _____
- _____
- _____

Source (s):

Debate in Action



**Should the
school day
be extended
for students?**

Café Conversations

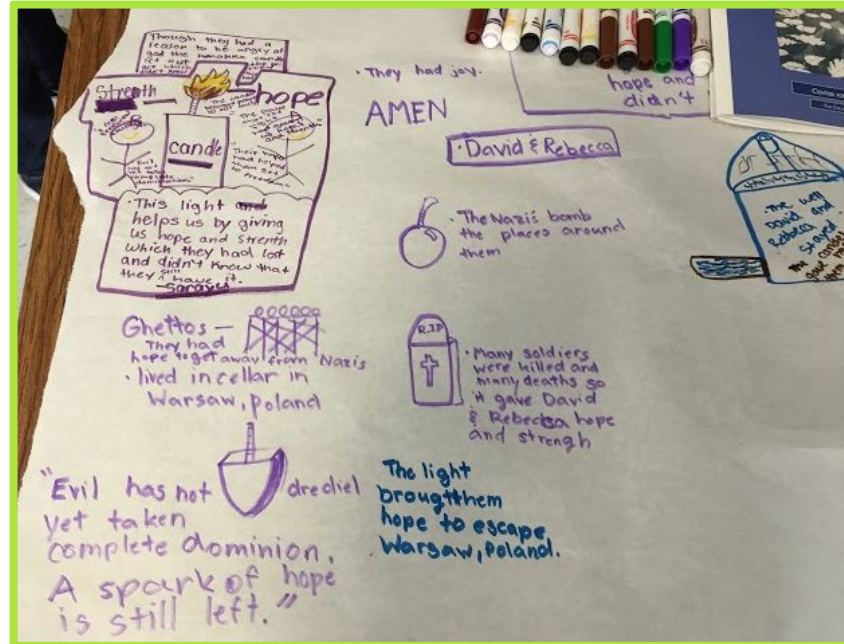
- ◆ A series of conversations with different people in order to notice patterns and make connections between ideas.
- ◆ Encourages active participation in small-group discussions, such as book clubs.
- ◆ Focused dialogue to help develop key ideas and encourage diverse perspectives.

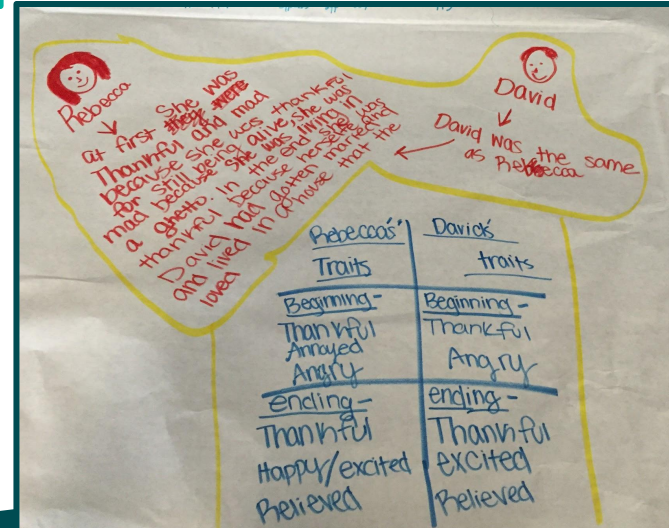
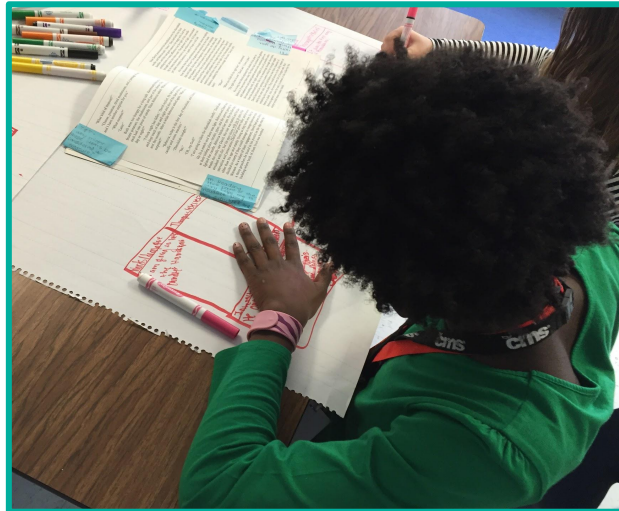
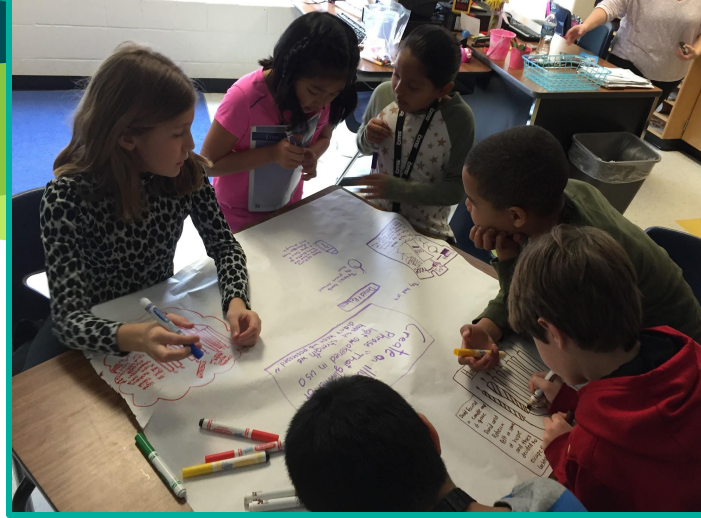


Keys to Café Conversations

- ◆ Set the tone with a friendly, “café style” setting.
- ◆ Use butcher paper and different color markers for purposeful doodling and note taking.
- ◆ Begin with an inviting question.
- ◆ Students model academic conversations in small groups & provide helpful feedback within their group.
- ◆ Rotations occur periodically during the conversation
- ◆ Students leave behind their table notes to provide a history of their conversation for the next group.
- ◆ Debrief as a whole group at the end to share insights.







Your Ticket Out...



<http://bit.ly/ncagtpadlet>

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